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ABSTRACT

Presenting information for the improvement of instruction and services to at-risk students from elementary through beginning college levels, this ERIC "FAST Bib" focuses on recent research and strategies for Chapter 1, a federally funded program serving at-risk students since 1965. The FAST Bib presents 25 annotations of ERIC documents and journal articles published between 1986 and 1992. The FAST Bib is divided into four sections: (1) an overview of recent research; (2) information on assessment regarding diagnosis and accountability; (3) descriptions of effective teaching strategies; and (4) suggestions for parental involvement. (RS)

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Focused Access to Selected Topics

FAST Bib No. 64

Focus on Chapter 1

by Jerry Johns and Peggy VanLeirsburg

This *FAST Bib* focuses on recent research and strategies for Chapter 1, a federally funded program serving at-risk students since 1965. Included are four sections: (1) an overview and recent research; (2) information on assessment regarding diagnosis and accountability; (3) descriptions of effective teaching strategies; and (4) suggestions for parental involvement. These four sections organize information helpful for the improvement of instruction and services to at-risk students from elementary through beginning college levels.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. Three types of citations are provided in the bibliography: ERIC documents, journal articles, and papers.

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Overview and Recent Research

Crano, William D.; Johnson, Charles D. "Facilitating Reading Comprehension through Special Skills Training," *Journal of Experimental Education*, v59 n2 p113-27 Win 1991.

Compares three experimental treatments for adolescent students of low socioeconomic status whose reading was behind that of their peers. Finds gains on space relations, abstract reading skills, and aspects of skilled reading for those given perceptual training.

Gambrell, Linda B.; Gambrell, Steven P. "Explicit Story Structure Instruction and the Narrative Writing of Fourth- and Fifth-Grade Below-Average Readers," *Reading Research and Instruction*, v31 n1 p54-62 Fall 1991.

Investigates the effects of explicit story structure instruction on below-average fourth and fifth grade readers' narrative writing performance. Finds that explicit story structure instruction positively influenced the quality and quantity of students' writing.

Isakson, Marne B. "Learning about Reluctant Readers through Their Letters," *Journal of Reading*, v34 n8 p632-37 May 1991.

Describes a natural student writing evaluation method in which some students write letters to their teacher about their reading. Shows examples of letters from four typical students.

LeTendre, Mary Jean. "Improving Chapter 1 Programs: We Can Do Better," *Phi Delta Kappan*, v72 n8 p576-80 Apr 1991.

Discusses the advances and progress made by Chapter 1 programs since their federally funded inception in 1965. Advises abandoning stereotypes and serving as many children as possible, rather than concentrating only on those most in need.

Palinscar, Annemarie Sullivan; Klenk, Laura J. "Learning Dialogues to Promote Text Comprehension." 1991. 24p. [ED 338 724]

Lists comprehension-fostering and comprehension-monitoring strategies: question generation, summarizing, clarifying, and predicting. Suggests research-proven factors successful in providing sustained interest in reciprocal teaching.

Slavin, Robert E. "Chapter 1: A Vision for the Next Quarter Century," *Phi Delta Kappan*, v72 n8 p586-92 Apr 1991.

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Envisions advances in Chapter 1 programs which may allow them to lead changes in the education of disadvantaged children. Suggests prevention, and enhancement of regular classroom instruction. Advises modification of the federal law and improving assessment and accountability.

Assessment

Davidoff, Stephen H.; Pierson, Ellery M. "A Continued Look at the Promise of Schoolwide Projects." 1991. 24p. [ED 330 709]

Evaluates the continued implementation of Chapter 1 Schoolwide Projects within the Philadelphia School District. Presents a 5-year achievement summary including NCE comparisons, report card marks, and attendance statistics. Results indicate improvement in Chapter 1 schools, as well as for individual students.

Mei, Dolores M., and others. "Chapter 1 College Bound Students Outcome Data, 1988-89 End-Of-Year Report." 1990. 98p. [ED 322 261]

Describes 1988/89 College Bound program of the New York City Public Schools using Chapter 1 funds to help students with low reading scores to prepare themselves to enter college. States that over 60% of the students met or exceeded their goals, showing improvement on both norm and criterion-referenced tests.

Wedman, Judy M.; Robinson, Richard D. "A Survey of Diagnostic/Corrective Reading Instruction and Practices in Relation to the Interactive Reading Process," *Reading Horizons*, v29 n3 p167-75 Spr 1989.

Presents information gathered from teachers regarding diagnostic and corrective reading instruction. Finds current practices consistent with the increasing number of competency-based curricula. Notes that assessment instruments and instructional materials which reflect interactive reading processes are not readily available.

Teaching Strategies

Allen, Debra G. "A Literacy Program Improvement Plan for Low-Achieving First Graders Using Reading Recovery." 1991. 70p. [ED 329 945]

Describes a practicum implemented to provide low-achieving first-grade students with individualized instruction to assist them in becoming independent readers. Discusses program success and participants' ability to use appropriate reading strategies.

Coley, Joan Develin; Hoffman, Dianne M. "Overcoming Learned Helplessness in At-Risk Readers," *Journal of Reading*, v33 n7 p497-502 Apr 1990.

Describes a program for at-risk sixth graders designed to address their learned helplessness and enable them to view themselves as competent, capable learners. Suggests using question response cues, double entry/response journals, and self-evaluation to give students some control over their learning.

Guerrero, Frank, and others. "The Chapter 1 Developer/Demonstration Program, Learning to Read through the Arts, 1988-89." 1990. 42p. [ED 316 836]

Presents the Chapter 1 Developer/Demonstration Program, Learning to Read through the Arts (LTRTA) which offers intensive reading and reading-oriented arts instruction to Chapter 1-eligible students. Reports mean gains in reading achievement more than twice as high as the mean gains for the previous two school years.

Johns, Jerry L. "Helping Readers At-Risk: Beyond Whole Language, Whole Word, and Phonics," *Journal of Reading, Writing, and Learning Disabilities International*, v7 n1 p59-67 Jan-Mar 1991.

Discusses five generalizations for disabled and normal readers: (1) caring positive relationship between teacher and student; (2) the role of rereading and daily reading; (3) appropriate materials; (4) interest as a springboard for learning; and (5) the unification of instruction.

Lipa, Sally E. "Comprehension for Decoding: A Reading Educator's Approach," *Journal of Reading, Writing, and Learning Disabilities International*, v6 n2 p93-104 Apr-Jun 1990.

Explains a teaching strategy that taps students' comprehension strengths and reduces the anxieties that often result from reading disability. Suggests providing students with extensive story understanding before independent reading and using story understanding to help students identify unknown words.

McClain-Ruelle, Leslie; Telfer, Richard. "Using Quality Literature with "At-Risk" Secondary School Students," *Reading Horizons*, v30 n3 p184-94 Spr 1990.

Presents a rationale for using quality literature with at-risk students. Recommends two pre-reading strategies—List, Inquire, Note, and Know (LINK) and the Anticipation Guide—for use with at-risk students.

Meyers, Joel, and others. "Do Pull-In Programs Foster Teacher Collaboration?" *Remedial and Special Education*, v12 n2 p7-15 Mar-Apr 1991.

Examines 23 classroom teachers' perceptions of collaborative training meetings they engaged in with remedial reading or resource room teachers. Reports more frequent collaborative meetings and greater learning of specific techniques with "pull-in" teaching than those involved in pull-out programs.

Pogrow, Stanley, "What to Do about Chapter 1: An Alternate View from the Street," *Phi Delta Kappan*, v73 n8 p624-30 Apr 1992.

Examines the learning problems of Chapter 1 students at different stages and suggests the use of a two-year Higher Order Thinking Skills (HOTS) program aimed at improving the thinking skills of Chapter 1 students in grades three through seven.

Roberts, Judy M. "Computers as Tools for Remedial Readers," *Intervention in School and Clinic*, v26 n5 p293-95 May 1991.

Suggests means of incorporating the computer into remedial reading programs. Focuses on student motivation, criteria for selecting good computer programs, and methods for involving students in nonthreatening ways.

Zumwalt, Karen K. "Curriculum and Instruction: Reactions." 1986. 21p. [ED 293 916]

Reviews current research on effective educational practices for low-achieving students and identifies those that might be applied to programs funded under Chapter 1. Raises critical questions about minimum standards, individual differences, test-driven instructional strategies, and equity and excellence.

Parent Involvement

Allen, Robert. "Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter 1 Students." 1988. 131p. [ED 302 833]

Discussess a program designed to expand the scope of the inservice reading program to help parents understand whole language reading strategies used to remediate students. Reports parent participants' ratings as mostly excellent.

Allison, Sarah F. "Implementation of an Educational Program for Parents of Students Enrolled in a Center for Reading and Learning Disabilities." 1989. 11p. [ED 328 873]

Describes a program implemented at a private reading and learning center for students in kindergarten through college level. Includes program assessment of parents' knowledge, regularly scheduled conferences, communication with the students' home school, and literature on disabilities presented in lay terms. Reports that most parental program goals were met.

Clary, Linda Mixon. "Helping Parents Help Their Children," *Reading Horizons*, v28 n3 p172-77 Spr 1988.

Describes a variety of simple, structured techniques that reading teachers might recommend to parents who want to help their children.

Mehran, Maryam; White, Karl R. "Parent Tutoring as a Supplement to Compensatory Education for First-Grade Children," *Remedial and Special Education*, v9 n3 p35-41 May-Jun 1988.

Reports on the training of thirty-eight mothers of kindergarten children identified for Chapter 1 in structured tutoring techniques. Finds children tutored by their mothers demonstrated initial advantages in reading, which later disappeared.

Shermis, Michael, ed. *Parents and Children Together*. Volume 1, Nos. 1-12. Bloomington, IN: Family Literacy Center, 1991. 776 p. [ED 329 942]

Contains answers to practical questions from parents, describes activities that can be used at home, notes some books for parents and children, and includes three read-along stories. Intended for parents and children to share, each booklet also has a companion audio cassette. Topics include the following: (1) Motivating Your Child to Learn; (2) Learning and Self-Esteem; (3) Linking Reading and Writing; (4) Discipline and Learning; (5) Learning Science at Home; (6) Learning Math at Home; (7) Stretching Young Minds in the Summertime; and (8) Parents as Models. [Booklets and audio cassettes are $8 for individual issues or $75 for a one-year subscription.]

Smith, Carl B. *Parents Sharing Books*. Annual Report, 1990-1991. Bloomington, IN: Family Literacy Center, 1991. 51p. [ED 335 645]

Describes and evaluates the first year of the "Parents Sharing Books" project, a parent outreach program for elementary and middle schools. Focuses on increasing interaction between parents and elementary and middle school children with books that they read together, encouraging parents and children to share books and work together during this critical stage in their relationship, and providing effective training to leader teams.

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